APPENDIX A

SELF-ASSESSMENT TOOL FOR DIVERSITY, EQUITY AND INCLUSION

FURTHERING THE CONVERSATION ABOUT DIVERSITY, EQUITY, AND INCLUSION IN COURSE CLIMATE, PEDAGOGY, AND CONTENT

CTE-funded project, Fall 2016/Spring 2017

Dear Colleagues,

Creating an inclusive and equitable climate for learning in diverse classrooms is an important but often overlooked aspect of developing a syllabus and conducting a successful course.

In 2016-2017, the urban planning department used a CTE grant to consolidate and extend existing resources to create an easy-to-use tool for self-evaluating our teaching when it comes to diversity, equity and inclusion. This appendix introduces the tool and explains how it can be used for a self-audit of syllabi.

To engage all students in active and meaningful learning, our course syllabi and curriculum must acknowledge the experiences and identities of all people. This process starts with recognizing:
* *Diversity* is understood to be intellectual, practical, and personal engagement with issues related to social justice and equity, particularly in relation to minority and marginalized groups such as African Americans, Latina/os, Native Americans, international peoples, women, people with disabilities, and members of the LGBTQIA+ community.
* *Equity* is understood to consist of a safe, healthy, and fair learning environment for all students.
* *Inclusion* is understood to consist of fully involving and engaging all students in the community of learners in a classroom.

When considering issues of diversity, equity, and inclusion in terms of how they manifest in higher-education settings, some groups—including students of color, non-traditional students, first-generation students, working students, parents, and older students—are often especially marginalized. Moreover, individuals can experience social categories such as race, class, and gender as overlapping and interdependent factors of discrimination or disadvantage, a phenomenon understood as intersectionality. All instructors can take steps to recognize the diverse experiences their students have and to make their classrooms more inclusive and equitable.

The self-assessment tool draws on a variety of resources and experiences. Prominent resources referenced include the work of Kim Case, including her Syllabus Challenge worksheet; Shari Saunders and Diana Kardia, including their work on creating inclusive college classrooms; recommendations from the KU Center for Teaching Excellence; and discussions and insights of the Diversity Scholars group of 2016-2017. To pilot test the tool, a faculty member and student in urban planning read all the syllabi for the core courses in the program to assess how the department currently addresses issues of diversity, equity, and inclusion. These preliminary evaluations allowed the department to establish a baseline from which they developed a system for improving course syllabi, listed in detail on the following page. Their goals in completing these assessments were to:
1. further discourse about diversity, equity, and inclusion in teaching
2. identify strong points as well as weaknesses and gaps in coverage of diversity
3. improve course syllabi and make our university more inclusive to all students

We hope and expect that the tool will evolve over time as more instructors use it. We welcome your feedback and suggestions.

Sincerely,
Ward Lyles—Urban planning faculty member, CTE Ambassador, 2016-17 Diversity Scholar
Grace Bridges—Urban planning student

SELF-ASSESSMENT TOOL FOR INSTRUCTORS

Read the prompts below and consider your syllabi and teaching to determine what level most accurately reflects them. The levels are designed to help you make changes moving forward.

LEVEL 0—*Establish a baseline*
By piloting this project we were able to establish a baseline of addressing equity, diversity, and inclusion that most syllabi achieved. At the very least all syllabi included:
- Information on accommodations for schedule conflicts and religious holidays.
- Information on accommodations for disabled students and how to contact the AAAC.

LEVEL 1—*Perform a self-assessment*
Critically read your syllabus and note if and where you address issues of diversity, equity, and inclusion. Understanding where your syllabus is lacking in coverage of these issues can help inform the improvements you choose to make in Levels 2 and 3. The first and easiest change to make to your syllabus is adding information about campus resources available to students. See Section A (available under "Syllabus Checklist" at https://cte.ku.edu/resources-inclusive-teaching) for a list of pre-formatted descriptions of resources to copy into your syllabus.

LEVEL 2—*Make improvements to course descriptions*
The next level of improving your course involves reviewing the descriptive sections (introduction, objectives, course format, policies, etc.) of your syllabus and focusing on how the course climate you create and the pedagogy you use does or does not address issues of equity, diversity, and inclusion. While this level requires more consideration on the part of the professor than Level 1, it also makes a greater impact on students' understanding of how these issues will be addressed in the course. See Section B for detailed examples of how to engage issues of diversity, inclusion, and equity—to the benefit of all students—in the realms of class climate and class pedagogy.

LEVEL 3—*Make improvements to fundamental course elements*
More substantial changes can be made to fundamental elements such as module topics, lecture topics, and course readings to integrate issues of diversity, equity, and inclusion into a course. These changes may require a restructuring of the course, but the resulting changes will actively engage students in developing and furthering their understanding of these issues. Here too, Section B provides ideas for addressing diversity, equity, and inclusion through course content.

Section B

Below is a checklist of actions instructors can take to address diversity, inclusion, and equity in their courses, particularly in their syllabi. They are organized within categories of course climate, course pedagogy, and course content. These items are drawn from the work of Kim Case, Shari Suanders, Diana Kardia, and others.

Climate

Student-instructor relationships
- Get to know your students. Who are they? Where do they come from? Why are they in your class? What background experiences do they have?
- Clearly indicate your availability for consultation outside of class to students by including contact information, office hours and a welcoming statement in syllabi; many students from marginalized groups assume they should not bother instructors.
- Make syllabi visually appealing to engage students, but also ensure that images or graphics that are used are visible to all students (e.g tag images with verbal descriptions for visually impaired students and avoid color schemes that are difficult for colorblind students to discern).
- Add a personal touch to the syllabus to let students know that you are human and approachable; for students who feel less welcome at a university, such statements can make instructors seem more accessible.

- Consider your own potentially problematic assumptions about students. For example, question assumptions that:
  -students will seek help when they are struggling in class;
  -students from certain groups are less (or more) intellectual or motivated than students from other groups;
  -students from certain backgrounds are poor writers;
  -poor writing suggests limited intellectual ability;
  -older students or students with disabilities are slower learners;
  -students whose cultural affiliation is not European-related are not native English speakers (e.g. a student whose family is Chinese is not necessarily from China);
  -a student affiliated with a particular group is an expert on issues related to that group;
  -a student affiliated with a particular group feels comfortable speaking about their own experiences or the experiences of other people in that group;
  -all students in a particular group share the same views on any issue;
  -students only relate to characters or historical figures that resemble them;
  -students from certain groups are likely to have any particular personality characteristic, approach to conflict, political views, or otherwise stereotypical characteristic.
- Create a class climate in which students feel comfortable critiquing instruction, including selection of topics, materials, and pedagogy. Part of creating an open climate begins with the instructor's attitude and statements early in the semester. An open climate can be reinforced through structured activities used at strategic points in the semester, such as around the midterm, to solicit feedback on things the instructor and students alike can do to improve learning. Such activities can increase trust in the classroom, as well as improve student learning and student perceptions of instructional quality.
- When drawing on cultural references and analogies, be aware of your own limited awareness as an instructor. Whether because of generational, cultural, or other differences, students may have very different cultural reference points that you should be sensitive to. Avoid using exclusive examples, such as football or hockey analogies, sports that tend to be heavily dominated by men, or referring to a situation or joke from a show like *Seinfeld, Friends,* or other shows with a white-dominated cast and audience.

Acknowledging and respecting difference
- Check use of syllabi terminology; avoid general use of male pronouns and cultural phrasing that does not translate from English easily (e.g. idioms like "assignment will be a piece of cake").
- Develop guidelines/ground rules for course discussions with student participation. If this cannot be done, at least provide guidelines in the syllabus. Points to emphasize can include: engaging in respectful disagreement without attacking individuals; sharing discussion time with peers so that a few students do not dominate; making clear that no student speaks for all other people who share a characteristic with them; and having the courage to learn even when we are uncomfortable.
- Include a statement about preferred names/pronouns. Transgender, gender diverse, and students in general will know that their identities will be respected in the classroom. If, as instructor, you are unclear or nervous about how to address issues of sexuality and gender diversity, consider taking the Safe Zone Training offered through Student Involvement and Leadership Center.

Practical matters
—Cost
- Consider the costs of textbooks when creating reading lists; textbooks can cost a month or more worth of rent each semester for some students. If possible, assign texts that have used or online copies available. Aim to have required textbooks be the book(s) that students will benefit from having on their personal or professional shelves in future scholastic years and/or after graduation.
- Be cognizant of technology expectations to succeed in class. Not all students can afford

laptops, printers, smartphones, specialized software, or even color printing. If learning requires one or more of these more expensive tools, make sure students can feel comfortable approaching you to find accommodations.

—Scheduling
- Make course due dates, especially for graded work, clear and avoid major changes. Marginalized students, especially those who also have substantial work or family responsibilities, are especially inconvenienced or hurt by unexpected changes in schedules. Consult with students about the best days and times for deadlines. Make late policies clear.
- Avoid religious holidays for due dates or especially important class periods.
- Make attendance policies and expectation clear. In courses that take advantage of in-class, active learning pedagogies, make clear that attendance is truly mandatory because groups/teams cannot function when members are absent.

—Groups
- Pay attention to grouping students for learning. There is no one right strategy for group formation because course settings and student characteristics vary so widely. For each class and for each group assignment consider which combination of individual characteristics will create the best learning environments and then transparently create groups to ensure balance across teams. Also, where possible, avoid groups that end up with only one student from a marginalized population (e.g. five teams with each team having five men and one women; instead have a couple of teams with multiple women and a couple with none).
- For group assignments, consider having designated roles for group members (e.g. reporter, moderator, etc.) and rotate roles over time. Students from marginalized groups may be reluctant to take more active roles because of stereotype threat or may even be actively excluded by students from dominant groups.

- Minimize out-of-class group collaboration that requires in person meetings between students. Students from marginalized backgrounds, especially those with major financial or family responsibilities, may have more constraints on their schedules.

—Discussions
- Be open to departing from a planned activity or topic if an important discussion unfolds unexpectedly. These unstructured and unanticipated discussions can build trust and provide surprisingly relevant ways to understand course material in a new light.
- Invite all students to participate in discussion, but do so tactfully without putting students on the spot. Sometimes simply catching a student's eye, holding contact for an extra second, and raising an eyebrow can gently entice a student to jump in who may be reluctant to put up a hand or might feel under pressure if called on by name.
- Be ready to handle conflict. Students will disagree, sometimes heatedly. If you are uncomfortable in the role of facilitator, seek out training from CTE, Office of Multicultural Affairs, or other entities on or beyond campus. You can learn how to better recognize students' fears and concerns, how to be firm but respectful in disagreeing or pointing out how a comment is hurtful, how to model "I" statements, and other techniques from the wide literature on conflict resolution. Do so very carefully and thoughtfully, however, because not all students will receive feedback in the same manner; some students may have been subjected previously to unfair or harsh criticism and be vulnerable to micro-aggressions. If instructors cannot be brave in entering into difficult conversation, however, students will likely not be either.

Pedagogy

Transparency in learning
- Include a clear statement of your teaching philosophy in your syllabi, particularly how it addresses issue of diversity, inclusion, and overall engagement.
- Make the course description in the syllabus clear and free of academic jargon, particu-

larly for non-technical courses open to all majors; also clarify any prerequisite courses needed.

- Clearly articulate overall learning goals and specific learning objectives, which students and faculty can measure progress towards achieving. Instructors should reflect on whether the learning goals are relevant to students of all backgrounds and if not, why.

Active learning and high-impact practices

- Use active learning methods, whether problem-centered learning, team-based learning, or one of the many other theoretically informed and empirically tested engagement methods. The Center for Teaching Excellence provides numerous opportunities for learning about active learning in a wide array of university settings.
- Take advantage of high-impact practices, such as using collaborative assignments and projects, teaching a writing-intensive course or course module, engaging students in original research, building in opportunities for service learning and/or community-based learning, and provide opportunities to link learning between courses (e.g. developing an e-portfolio) and between the classroom and work or internship experiences.

Strategic use of assignments and in-class exercises

- Scaffold assignments such that assignments are broken up into pieces that build cumulatively over the course of the semester. Scaffolding assignments also provides students with opportunities to receive feedback, revise their work based on the feedback, and synthesize multiple assignments into a final product worthy of showing to a potential employer.
- For all tasks students are asked to complete – in-class exercises and out-of-class assignments – be able to clearly articulate how the task(s) are relevant to the learning goals and objectives of the class. If the relevance cannot be clearly explained, consider why it is being asked of students.
- For assignments and exams, are instructions clearly worded and accessible to students from all backgrounds, including students

with English as a non-native language? Are students provided rubrics that make expectations and grading criteria clear? Are examples of previous students' work available to serve as models?

- Do assignments engage students with real-world applications that will be broadly relevant and interesting? Do the assignments provide students opportunities to apply their own cultures, identities, and backgrounds?

Content

Consider who is included in course materials

- Consider who is represented in the readings in terms of topics covered. Is there a reason one group or another is not represented or represented frequently? Whenever possible, include multiple perspectives on each topic. Additionally, include materials written and created by people from different perspectives, rather than allowing one author or creator of materials to summarize all perspectives.
- Consider who is represented in the readings in terms of authors. Is there a reason one group or another is not represented or represented frequently?
- When covering a theory or research by a member of a marginalized group, explicitly state this information and perhaps even show an image of the person; students in the same group benefit from seeing examples they can clearly identify with, just as traditionally dominant groups do in their own lives.

Framing difference

- Do texts support deficit models that blame marginalized groups for the inequality they experience? Can asset-based reading and readings that address institutional and systemic discrimination replace or complement deficit model readings?
- Can course topics and content be adjusted to speak to diversity and inclusion? Can examples used to illustrate concepts, theories or techniques also present a variety of identities, cultures, and worldviews?

APPENDIX B

SAMPLE TEACHING FORMS

GUIDELINES FOR INDEPENDENT STUDY STUDENTS

Ann Cudd, former KU professor of philosophy

So you think you want to do an independent study with me as guide, eh? Well, here are some thoughts I have put together to help us decide how we want to proceed and to avoid floundering in the beginning phases for half the term. But the first thing to note is that this is YOUR project and YOU will have to do the lion's share of the work here, both in designing how you want it to go and in motivating yourself to do the work. I am here to help you decide on the scope of your project, give tips on how to find appropriate readings, guide you through the readings that we decide on, and respond to the written work that you do. If these guidelines don't seem to fit what you have in mind, let's discuss it. Nothing is ruled out a priori (except immoral acts, of course).

Course numbers and levels
A. Undergraduate students:
   - PHIL 340 Tutorial in Philosophy—This is the thing that students wanting to do an independent study with me during the school year enroll in, provided that I agree.
   - PHIL 600 Readings in Philosophy (summer only)—Ditto above, except that this is done in the summer. Some summers I will not be available.
B. Philosophy majors (in addition to above):
   - PHIL 460 Senior Essay—This is for senior majors who wish to work for departmental honors.
C. Graduate students:
   - PHIL 899 Master's Thesis—Just what it says. Note that this is not required to get an M.A. at KU.
   - PHIL 900 Research in Philosophy—Independent study for graduate students, any semester.
   - PHIL 901 Tutorial II—This is an official requirement for Ph.D students; it requires the preparation of a paper on which the student will be examined by three members of the department.
   - PHIL 999 Dissertation—Final product of the Ph.D. You'll work with a director at least a year on this. Choosing a dissertation director is perhaps the most important choice you make in graduate school; make it carefully, thinking about professional, intellectual and personal issues.

Themes and topics
A. General topics that I am competent to discuss:
   - Decision theory, game theory—Various topics
   - Philosophy of economics, philosophy of social science, philosophy of science—Any topic
   - Political or social philosophy—Various topics
   - Epistemic logic
   - 20th century epistemology—Especially foundationalism and its demise
   - Feminism—Various topics
   - Philosophy of law: sexual harassment, abortion, date rape, consent theory
   - Work of particular philosophers: Hobbes, Rousseau, Mill, Charlotte Perkins Gilman, David Gauthier, Charles Taylor, Wilfrid Sellars, and others not regularly taught by the department
B. Research specialties
   - Foundations of game theory, especially role of common knowledge, theories of convention and norms, theories of oppression, feminist ethics, applications of game theory and decision theory to social/political problems, abortion, rape, sexual harassment, theories of resistance, theories of social groups, methodological individualism vs. holism, theories of rationality

Meeting arrangements
A. PHIL 340 and PHIL 600 should be weekly meetings that cover the readings for most of the term. We may decide at some points, when the student is writing up the final paper for instance, not to meet for a week or so. This should be clearly agreed upon by both of us, however. And whenever you are going to have to miss a meeting be sure to let me know as far in advance as possible, even if that means calling me 10 minutes before our meeting to tell me that your car broke down!
B. PHIL 460—Usually weekly meetings until the topic is established and narrowed down, then whenever you have a portion or draft to run by me for comments.
C. PHIL 900—Weekly meetings are presumed.
D. PHIL 901—Usually weekly meetings until the topic is established and narrowed down, then whenever you have a portion or draft to run by me for comments
E. PHIL 999—Weekly meetings, perhaps for an entire term, until there is a clear sense of direction, then whenever you have a draft of the prospectus for me to comment on. After the prospectus has been approved, you may want to meet more or less frequently, but at least whenever you have a draft of a chapter to show me.

Readings and assignments
A. PHIL 340, PHIL 600, PHIL 900
   - Syllabus: You will select the reading with more or less assistance from me, though I will maintain veto power over any reading that you will want to discuss with me (expect me to read).
   - Annotated Bibliography: At the end of the term you will prepare a list of the readings we have done with a brief annotation concerning the topic and points of interest of the reading.
   - Paper: Normally you will be expected to write a term paper on a subject of interest to you from the readings we have done. We can also consider other final products, however.
B. PHIL 460, PHIL 901
   - Paper: The final product for each of these is set by departmental practice.
   - Bibliography: You will select all references and we will discuss some of them together. I will provide suggestions, but the final choices are yours to make.
   - Exam: Each of these requires an oral exam by three members of the department, including myself as director.
C. PHIL 899, PHIL 999 (see Department Guidelines for Graduate Students for specifics)
   - Thesis: The final product for each of these is set by department practice.
   - Bibliography: You will select all references and we will discuss some of them together. I will provide suggestions, but the final choices are yours to make.
   - Exam: Each of these requires an oral exam. The M.A. oral exam is by three members of the department, including myself as director. The Ph.D. oral exam is by four members of the Philosophy department, including myself as director, and one member of the KU Graduate Faculty from a department other than Philosophy.

Grades
A. PHIL 340, 600, 900, 901: I will assign A, B, C, D, F as merited. In exceptional cases I may consider giving the student an "I" for a specific, short period of time.
B. PHIL 899, 999: I will assign P/F for every semester until the last one, then A, B or C as merited.

DISSERTATION STUDENT INFORMATION   Student Name _____

Advisor:

Ph.D. Comps Oral Exam   Date taken: Result:

    Committee:

Dissertation Topic:

    Date begun:

    Prospective Dissertation Committee:

Prospectus Title:

    Date distributed to Dissertation Committee:

    Committee:

    Date Distributed to Dept.:

    Approved by Committee:

Dissertation:

    Chapters:

    Comments on chapters (list chapter # and title, date received, date returned):

Date Sent to Committee for Approval:

Outside member of Committee:

Defense scheduled:

Defense date: Result:

Job Search:

Type of job desired:

Universities/colleges applied to: Date:

Interviews:

STUDENT CONSENT FORM—SHARING COURSE WORK

I will randomly select several students whose work will be copied and included in an archive of student work that I keep for this course. That archive is important to my continued reflection on how well students are learning in my courses. There are also two additional ways that I sometimes use a small portion of the archive of student work. First, I often use prior students' work as a point of comment for later students who are preparing for examinations. I post various questions and answers on a Web site and invite students to comment on how well the answers address the questions. Second, I maintain a course portfolio in which I write about the quality of student performance that is generated in the course. These examples are a very important piece of my work that I show to other professors to indicate how much and how deeply students are learning. Once the course portfolio is completed, it will also be made available to a wider audience of professors on a public Web site on teaching and learning in higher education (cte.ku.edu/portfolio).

This form requests your consent to have your work possibly included in discussions of understanding for future students and in any versions of my writing about teaching in a portfolio. There is only a small chance your work would be randomly included in my private archive for any assignment, but I ask all students for their permission should that be the case. Note that you have the choice to have your work be anonymous or have your name be part of the work.

Please check the following designated purposes (if any) to which you give your consent:

_____I am willing to have copies of my coursework available so later students can use it for preparation.

_____I am willing to have copies of my coursework included in my professor's course portfolio.

_____I am willing to have copies of my coursework included in the public Web site.

Please check one of the following:

_____I wish to have my name remain on any work that is used.

_____I wish to have my name removed on any work that is used.

Additional restrictions on the use of my texts (please specify):

Print name_____   Date_____

Phone number (   )_____   Email_____

Course title_____   Professor_____

By signing below you give your permission that work you produce for this course may be used with the restrictions and for the purposes you indicated above. You understand that your grade is NOT connected in any way to your participation in this project, and I will not receive the list of students who have given permission to have their work shared until after I have turned in the grades for the course. Your anonymity will be maintained unless you designate otherwise. Finally, you understand that you are free to withdraw consent at any time, now or in the future, without being penalized.

Signature_____

Please address questions to: (name of faculty member, department, phone number, email.)

APPENDIX C

TEACHING-RELATED WORKSHEETS FOR PROMOTION & TENURE

PREPARING FOR REVIEW

COURSE NOTES

Title/No. _____   Semester/Year _____

As you prepare to represent your teaching for professional review, each offering of a course is an occasion for learning and development. Consider using these prompts at the end of each semester to remember what you thought about a course and what you learned about teaching it. The accumulation of several of these sheets for a course will provide an excellent core of a narrative on teaching that could be reviewed by a colleague. The archive of student examples (and the distribution of grades for each) will provide a rich picture of your accomplishments.

1. Of all the material you taught, what were the three or four most important goals you had for student understanding and performance?

2. Where in the students' work for the semester did they have the best opportunity to show you their understanding and their skills? Be sure to retain copies of a small representative sample of that work (two As, two Bs, two Cs of each).

3. What made you most pleased about students' work on those central intellectual topics? What features of their work indicated real success in students' performance? How broad was that success? Did it reach beyond a few top students?

4. What class activities, lectures, assignments or materials worked extremely well this semester? Can you replicate them, continue them, or expand them in useful ways? Do you have an idea about why they worked well or how you made them successful?

5. What left you most disappointed about students' work on those central intellectual topics? What features of their work would you hope to see improve the next time you teach the class? How many students succeeded in this challenging area? Are these goals worth keeping or should you put your energy elsewhere?

6. What class activities, lectures, assignments or materials did not go well this semester? How might you replace them or modify them to achieve your goals better? Are there new ways you could achieve the same goals?

7. What ideas have you had for something new you want to add to this course the next time you teach it? Will the topics or goals evolve in some way? Are there particular forms of measuring learning you want to add? Are there additional ways of engaging students you want to try?

8. Overall, what have you learned about teaching in general from this course? Are there lessons you would carry forward to teaching any class at this general level and size? What ideas, reactions or feelings do you have about teaching right now, about this course or in general?

PREPARING FOR REVIEW

TEACHING NARRATIVE

Your Teaching Narrative is a one-page statement that provides a brief overview of your teaching. To help you develop it, answer the following questions:

What topics do you teach?

What are one or two examples of intellectual goals you have for students?

How do you help students achieve course goals?

How do you know that students are achieving these goals?

How have your teaching experiences shaped your ongoing goals and practices as a teacher?

PREPARING FOR REVIEW

SAMPLE COURSE NARRATIVE

Andrea Greenhoot, CTE/Psychology

When I initially developed my Cognitive Development (PSYC 430) course at KU 12 years ago, I found myself facing a challenge that is familiar to many new faculty: how to teach students at diverse skills levels without lowering the bar. My goals for student learning were much the same as they are now: to understand and critically evaluate research on cognitive development, synthesize and connect across multiple empirical findings in the field, apply research findings and major course themes to real world situations, and develop clear and cohesive written arguments. I developed a capstone assignment for the course that integrated a number of these skills that I want students to take away from the course: to write a paper framed as an advice column, providing practical recommendations to parents, based on their critical reading of empirical articles from the psychological literature. But in my earliest offerings of the course, I found that students seemed to lack the skills required for this assignment, and their performance did not reflect the type of scholarly work that I expected at their level. Because the writing task is "real-world," student interest in the assignment was high. The challenge I faced was how to help students read, understand, and use psychological research. Thus, across several offerings of the course, I made several changes to the term project assignment to better support students' attainment of the necessary skills.

My earliest modifications involved simplifying the project, breaking it into multiple subcomponents to be completed throughout the semester, providing support and feedback at each step. For instance, I invited a librarian to conduct an in-class tour of the psychological literature search database, and required students to turn in their articles for feedback on appropriateness. I also incorporated an in-class, guided analysis of an empirical article. Finally, I developed a detailed grading rubric for the paper and distributed it to students before they wrote their papers. I observed clear upgrades in student work during this period; most students selected appropriate sources, and produced solid summaries and analyses of their empirical articles. Yet 15-20% of the students still needed individual assistance to find appropriate and relevant articles. Moreover, students seemed to devote almost all of their efforts to the summaries of individual articles, and had difficulty integrating the research findings and writing coherent arguments about the applications. I targeted these skills in several additional course enhancements by partnering with the KU Libraries and Writing Center (Spring 2007 to present). For instance, Erin Ellis from the KU Libraries provided hands-on literature search instruction in a computer lab, and students wrote summaries of their articles early in the process to free up their resources for the difficult task of article synthesis. They then participated in a Peer Workshop in which they reviewed each others' summaries and discussed and debated the implications of the research. We also encouraged students to consult with staff from the Libraries and Writing Center throughout the semester. At the same time, I increased the number of articles students were required to synthesize.

There are several indications that the latest course modifications were successful. Not one student required individual assistance locating and selecting his or her empirical resources this past semester, and no one submitted articles from inappropriate sources (e.g., popular media). Furthermore, I was very impressed with the insightful and constructive feedback students gave each other during the peer review process. Overall grades on the term project have changed very little from year to year, in part because my expectations for what constitutes "outstanding" or "adequate" work have increased with the level of support I am providing to students. But comparisons of actual student products from year to year show that on the whole the papers were clearer and more sophisticated

during the most recent offering than they were during previous semesters. In particular, I observed a much improved ability to synthesize diverse research findings and draw appropriate conclusions, and this change is especially noteworthy given that students were required to synthesize more research findings during the most recent offerings. Formal and informal student evaluations of the course were also quite positive- most liked being held accountable for assignment stages across the semester, and they believed that it improved their final products. I am very happy with students' improved information literacy skills and the increased level of synthesis after the most recent course modifications and instructional partnership. Student work is more closely approximating the types of upper-level work that I think should be exhibited. Therefore, this is an approach that I will continue to use.

Sample Narrative Description of Student Learning Data: PSYC 430, Andrea Greenhoot

For many years I have used a capstone assignment in my undergraduate course on Cognitive Development (PSYC 430) that integrates many of the skills I want students to take away from the course. The assignment asks students to write a mock advice column, providing practical recommendations to parents based on their critical reading of empirical articles from the psychological literature. One dimension of the assignment that has been particularly difficult for students is the synthesis of multiple research findings, especially when those findings lead to divergent conclusions. This weakness clearly stands out in Panel A of Figure 1, which summarizes the percent of students in the Fall semester of 2005 who received high, intermediate, and low scores on four major dimensions of the assignment. In the Spring of 2007, I partnered with colleagues from the KU Libraries and Writing Center to redesign the course to better support students' attainment of the skills required for this assignment, with particular emphasis on improving their synthesis skills. The first set of changes involved breaking the assignment into more stages and providing increased support and feedback at each step. These changes yielded small upgrades in students' use of research, synthesis of research, and application to real world conclusions (see panel B). To promote further improvement in synthesis in later semesters, we added several learning activities (e.g., students evaluated and discussed sample papers with the rubric) that specifically targeted this skill area (Fall 2009), and then required students to write a traditional literature review paper before producing the advice column (Fall 2010). After making these changes, I saw particularly strong increases in students' abilities to synthesize multiple findings and apply them in real world conclusions. The shift in synthesis scores is especially noteworthy because at the same time that I increased support and feedback to the students, I also increased the number of articles students were required to synthesize. Thus, my students are performing better on an even more sophisticated learning task. Nonetheless, there may still be room for improvement, the changes I made to support synthesis may have also led to the small drop in high-level performance on the "use of research" category. In the next offering, we will work with students on how to maintain a clear research emphasis while writing for the "real world."

PREPARING FOR REVIEW

FOUR FACETS OF TEACHING FOR PEER REVIEWERS

Under the Guidelines for Promotion and Tenure Recommendations, KU faculty members who are completing peer reviews are encouraged to address the following four areas:

Quality of intellectual content
- Is the material in this course appropriate for the topic, appropriate for the curriculum and institution?
- Is the content related to current issues and developments in the field?
- Is there intellectual coherence to the course content?
- Are the intellectual goals for students well articulated and congruent with the course content and mission?

Quality of teaching practices
- Is the contact time with students well organized and planned, and if so, are the plans carried out?
- How much of the time are students actively engaged in the material?
- Are there opportunities (in or out of class) for students to practice the skills embedded in course goals?
- Are there particularly creative or effective uses of contact time that could improve student understanding?
- Are there any course structures or procedures that contribute especially to the likely achievement of understanding by students?

Quality of student understanding
- Is the performance asked of students appropriate for course goals, level of course, and for the institution?
- Does the performance requested include challenging levels of conceptual understanding and critical evaluation of the material appropriate to the level of the course and of the students?
- Are students being asked to demonstrate competence in the stated course goals? If not, is it possible to identify why?
- Are there obvious changes in the course that could improve performance?
- Are the forms of evaluation and assessment appropriate to the stated goals of the course?
- Are they particularly creative or do they provide students with opportunities to demonstrate their understanding using intellectual skills typical of the field?
- Is the weighting of course assignments in grade calculation coordinated with the relative importance of the course goals?

Summarizing the evidence of reflective consideration and development
- Has the faculty member made a sincere effort to insure that students achieve the course goals?
- Has the faculty member identified any meaningful relationship between what (s)he teaches and how students perform?
- Is there evidence the faculty member has changed teaching practices based on past teaching experiences?
- Is there evidence of insightful analysis of teaching practice that resulted from consideration of student performance?

As reported in the November 2005 issue of *Teaching Matters*, published by the KU Center for Teaching Excellence.

PREPARING FOR REVIEW

GUIDELINES FOR PEER REVIEW OF TEACHING: FREQUENTLY ASKED QUESTIONS AND ANSWERS

The University Task Force Report on the Assessment of Teaching and Learning has constructed these guidelines to assist departments in conducting peer reviews of teaching. The guidelines are intended to orient faculty members to new expectations for peer reviews of teaching and to help expedite the review process.

Q: What should a peer review reflect?

Peer review of teaching should reflect multiple sources of information, including course materials and student work as well as observations of contact time with students. Reviews of materials and in-class practices should include a variety of class sizes and instructional levels (e.g., undergraduate, graduate, survey, upper division course, etc.) as appropriate to the faculty member's instructional responsibilities. The resulting evaluations should address both strengths and areas to target for improvement.

Q: Who should conduct peer reviews of teaching?

Peer reviews of teaching are most effective when they are conducted by more than one individual over multiple periods. Because best teaching practices differ across disciplines, it is strongly recommended that peer reviews are conducted by faculty members from the same department, preferably by different reviewers each year. Peer reviewers need not be at an equivalent or higher rank to the person being reviewed. At the request of a faculty member, a reviewer external to the department or the University could be solicited to provide a reference on the quality of the content, instructional design, or student work evident in the faculty member's course or teaching portfolio.

Q: How often should we conduct peer reviews of teaching?

There are no definitive rules regarding how often peer reviews are conducted, other than prior to third-year reviews and tenure decisions for tenure-track faculty and prior to decisions for associate professors being considered for promotion to full professor. Peer review in any given year may focus on class materials, class observations, or other documentation. The review prior to the third-year review, the pre-tenure review, and review for promotion to full professor should consider the entire portfolio.

Q: What materials should be provided by the faculty member under review?

1. Teaching materials to demonstrate the intellectual content of teaching:
   - Syllabi, preferably annotated to highlight decisions made in including material and choosing aspects of the field to include, exclude, or emphasize in the course.
   - Selected course materials (readings, demonstrations, grading standards/rubrics).
   - Evidence of innovative techniques or materials used in teaching.
   - Student voice and evidence of student learning:
     - Midterm and end-of-the-semester student feedback forms, both quantitative and optional qualitative comments.
     - Samples of assignments students use to demonstrate their understanding of key course goals. For each assignment chosen for review, reviewees should provide two A papers

(or equivalent category of judgment), two B papers, and two C papers, along with the distribution of performance for the entire class.
2. Teaching narrative:
   - This is a short statement (one to two pages) that is the faculty member's own account of how his or her teaching has developed over time. The teacher should pay particular attention to articulating how he or she defines course goals and assesses student learning. The statement should also include reflection on how the faculty member's teaching experiences have shaped his or her goals and practices as a teacher.

Q: What are the responsibilities of peer reviewers?

1. Interaction: After reviewing the materials provided by the reviewee, the peer reviewer and the reviewee should engage in a conversation about the faculty member's teaching practices. The four-point, KU guideline to peer reviews of teaching can serve as a useful framework for this conversation (see page 90).
2. Documentation: The peer reviewer prepares comments regarding the faculty member's teaching practices, including preparation for courses, conduct in and outside of class, and methods of assessing teaching effectiveness and student learning. The recommended organization of these comments would reflect the four key facets of teaching described in KU's guideline to peer reviews of teaching: quality of intellectual content, quality of teaching practices, quality of student understanding, and evidence of reflective consideration and development.
3. Classroom observations: The peer reviewer may find it useful to visit the faculty member's class to see how ideas and objectives are put into practice, how the faculty member engages with students, and how students respond and engage with the instructor and with class material. Peer reviewers may also observe contact time with students outside of the classroom. **Please note that, contrary to prior norms, these observations should NOT be the sole or even primary focus of peer evaluations.**

Q: Where can I find additional resources on teaching and peer evaluations?

1. Task Force Report on the Assessment of Teaching and Learning (governance.ku.edu/task-force-teaching-and-learning)
2. University of Kansas Documents for Promotion and Tenure (facultydevelopment.ku.edu/promotion-tenure)
3. Samples of Documentation:
   a. Peer review letters (cte.ku.edu/developing-peer-observations)
   b. Teaching Reflection Statements (cte.ku.edu/teaching-statements)
   c. Course Portfolios (cte.ku.edu/portfolio)

PREPARING FOR REVIEW

Below is the standard survey students may be given at the end of each semester's course. Check with your department to see which form it uses.

STUDENT SURVEY OF TEACHING : THE UNIVERSITY OF KANSAS

Student evaluations of teaching play an important role in enhancing the quality of instruction at the University of Kansas. The evaluations are made available to the faculty member (after grades are turned in) and to the chairperson/Dean of the School. These evaluations are considered in the processes for merit salary, promotion and tenure, and sabbatical leave decisions. Please give your responses careful attention.

Marking Instructions
- Use a No. 2 pencil only: no ink, ballpoint or felt tip pens
- Erase cleanly any marks you wish to change
- Fill in the class number accurately and completely

Department and Course Number

Instructor

Semester and Year

Class Number

Please mark only one response per item.
1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree

1. This instructor provided content and materials that were useful and organized.　① ② ③ ④ ⑤
2. This instructor set and met clear goals and objectives for the course.　① ② ③ ④ ⑤
3. What this instructor expected of me was well defined and fair.　① ② ③ ④ ⑤
4. What this instructor expected of me was appropriately challenging.　① ② ③ ④ ⑤
5. This instructor's teaching was clear, understandable, and engaging.　① ② ③ ④ ⑤
6. This instructor was encouraging, supportive, and involved in my learning the course material.　① ② ③ ④ ⑤
7. This instructor was available, responsive, and helpful.　① ② ③ ④ ⑤
8. This instructor demonstrated respect for students and their points of view.　① ② ③ ④ ⑤
9. Compared with courses at a similar level, I would rate how much I learned as:

much less	less	the same	more	much more
○	○	○	○	○

Responses:
1=unimportant, 2=somewhat important, 3=important, 4=very important.

How important were the following reasons for taking this course?

1. Course fulfills a requirement.　① ② ③ ④
2. Course was not full (open).　① ② ③ ④
3. Course was at a convenient time.　① ② ③ ④
4. Course topic interests me.　① ② ③ ④

Did you complete readings/coursework?

○ Never
○ Rarely
○ Sometimes
○ Most of the time
○ Always

How many times per week did this class meet?

○ One
○ Two
○ Three
○ Four
○ Five

My student status is:

○ Undergraduate
○ Graduate
○ Other (non-degree, faculty or staff)

What year of study are you in?

○ 1st
○ 2nd
○ 3rd
○ 4th
○ 5th
○ 6th or more

What grade do you expect in the class?

○ A　○ B　○ C　○ D
○ A-　○ B-　○ C-　○ D-
○ B+　○ C+　○ D+　○ F

Over the course of the semester, how many class meetings did you miss?
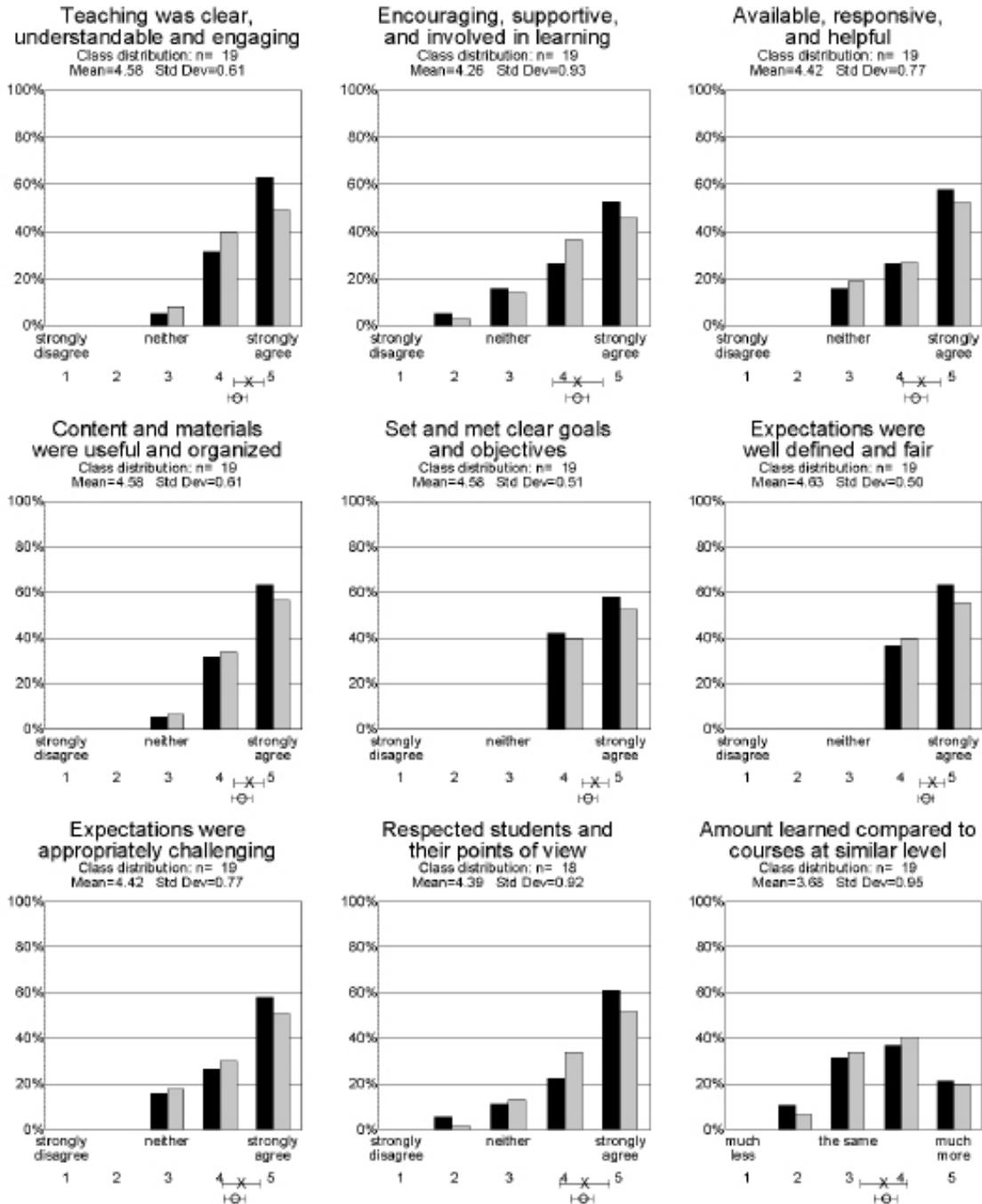
PREPARING FOR REVIEW

This report shows how the results of the student survey of teaching are recorded.

Student Survey of Teaching: University of Kansas
Spring 2007

Course: PSYC 104 / Class #: 58859
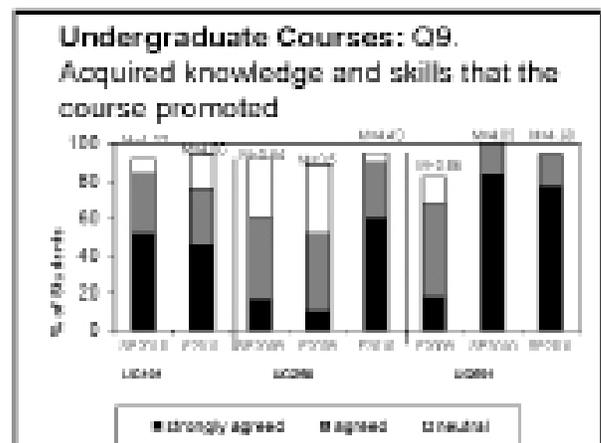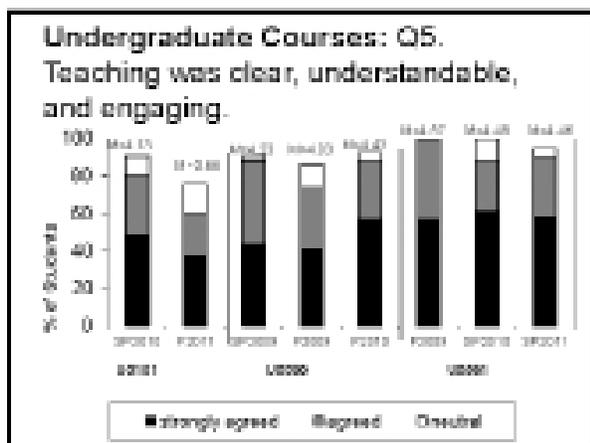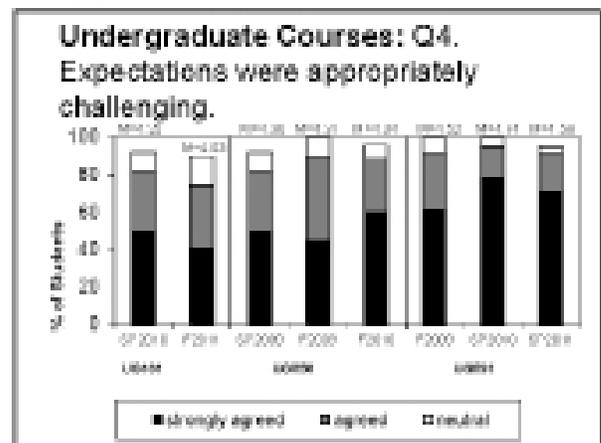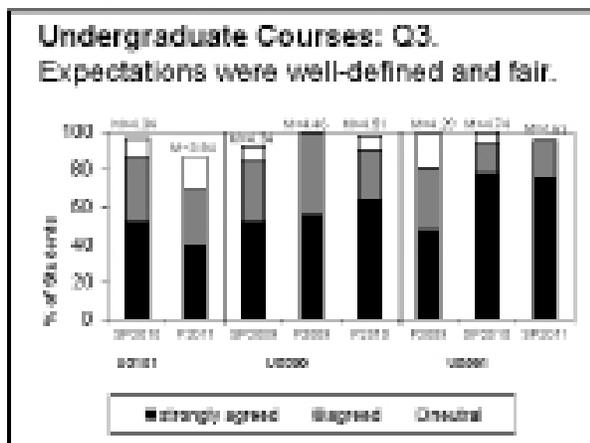Instructor: Jayhawk, Iam

Class results: ■ ⊢✕⊣ mean and 95% C.I.

Department results for courses in the 100-299 range: ▨ ⊢⊖⊣ mean and 95% C.I.

PREPARING FOR REVIEW

This report shows how a faculty member might graph a trajectory of teaching progress in one or more courses over a period of time.

Undergraduate Courses: Q1. Content and materials were useful and organized.

Undergraduate Courses Q2. Instructor set and met clear goals and objectives.

Undergraduate Courses: Q3. Expectations were well-defined and fair.

Undergraduate Courses: Q4. Expectations were appropriately challenging.

Undergraduate Courses: Q5. Teaching was clear, understandable, and engaging.

Undergraduate Courses: Q9. Acquired knowledge and skills that the course promoted

Undergraduate Courses: Q6. Encouraging, supportive, and involved in learning.
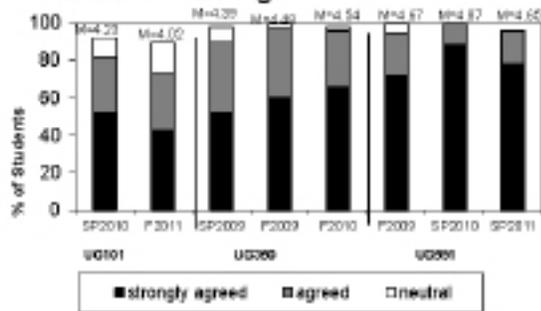
Undergraduate Courses: Q7. Available, responsive, and helpful.
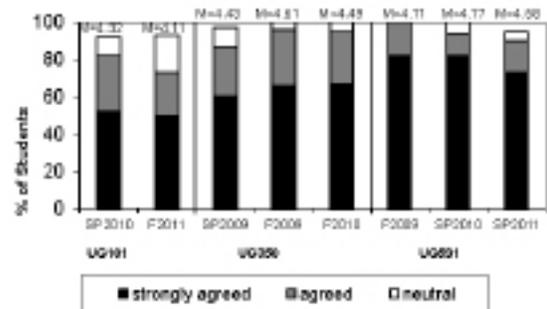
Undergraduate Courses: Q8. Respected students and their points of view.

PREPARING FOR REVIEW

OPEN-ENDED QUESTIONS

Recommendation 3: Faculty members should collect open-ended student comments to guide improvement of teaching. Reporting these comments should remain optional, and if they are used in evaluations they should be reported systematically.

Many faculty members agree that a great deal can be learned from the observations offered by students in response to questions inviting commentary on features of instruction, and faculty members should be encouraged to seek open-ended commentary. It is especially valuable for faculty members to invite these commen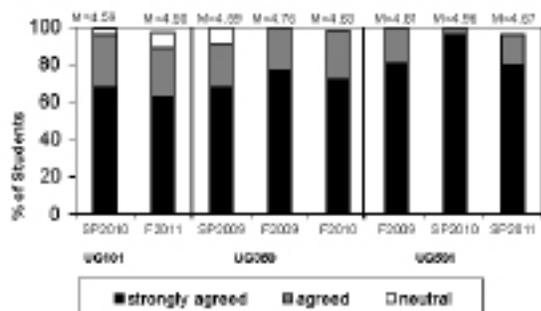ts during the semester at a time when they can still respond to the comments with adjustments in the course. Those adjustments are valuable to students, and faculty members can also include those changes as part of their teaching record.

We recommend continuing the policy jointly articulated by the Provost and by Faculty Governance that makes the use of such comments in personnel decisions optional, at the discretion of the faculty member or unit. Accordingly, any open-ended questions used by a faculty member or requested by an individual department should be on a separate sheet from the numerical rating items, so that they may be collected and distributed independently of each other. Open-ended questions should be framed in ways that maximize the likelihood of constructive comments and specifically discourage irrelevant or disparaging comments about faculty members.

As a general rule, we recommend that these comments be used for the benefit of teachers working to improve their instruction. There may be times in the evaluation of an instructor when it would be useful to have such comments for the interpretation of ambiguous numerical information. In such cases, the faculty member should bring forward the entire sample of such comments to aid in interpretation. Additionally, an individual faculty member should always be free to bring the comments forward, as long as they are reported in a professional manner (see below).

Within KU there are distinct communities of evidence, in which knowledge is constructed in different ways and conclusions are evaluated based on varying criteria. For many in the humanities, as well as from other areas of campus, there is great value in close reading of text, done by an individual, using a combination of personal experience and professional conventions of reading. For people in the social and natural sciences, and many in professional areas, open-ended verbal statements are data like any other, and the protocols and conventions of data analysis would be the preferred method of reading. The practices around using open-ended student comments should be flexible enough that different local communities (such as departments) can adopt consensual practices that reflect their shared understanding of reading and evidence. This is especially true for the use of these comments as guides for continuous development of teaching.

When samples of comments are used in formal evaluation, the resulting judgment represents an estimate of the professional quality of a faculty member's teaching. In that context, people presume that the conclusions drawn are an accurate representation of the teaching in question and not an artifact of either the reading or the gathering of comments. For that reason, we recommend that professional standards of treating comments as data be followed whenever comments are included in an evaluative professional context beyond a department level. This practice would assure all faculty members that the information will inform the process in the fairest way possible.

The Task Force consulted with KU faculty members whose research includes the analysis of the content of comments. That group noted a series of careful, empirically justified steps that are required for such evidence to meet professional standards of validity. It would be impossible as a practical matter for review of teaching comments to meet the publication standards of the research community, but several general guidelines emerged from the conversation that we recommend be included in the handling of all open-ended comments.

- The sample of comments should be as large as possible; small samples can be very misleading.
- Analysis should always include a record of non-responders. Summary descriptions place the responses in a context of the total possible population.
- The analysis begins with the framing of a specific question or questions to be answered by the comments.
- Analysis includes identification of categories of responses, as appropriate to the question being answered. Where possible these categories should be distinct from each other and include a full range of possible answers.
- Individual comments should be put into a single category when possible; if a comment is long or complex, it can be broken into components and counted as separate comments.
- The final product would report a frequency of comments in each category, always including the number of people who did not respond to the question.

The analysis produced will be only as good as the questions asked and the categories of responses that are identified. If those are well constructed and aligned with each other, the analysis can help answer the question posed.

APPENDIX D

DOCUMENTS FOR UNIVERSITY REVIEW

UNIVERSITY REVIEWS

COURSES TAUGHT

To complete this part of your review, you need to record the following information about every course you have taught:
- Course number and title
- Course code (required for major, survey course, clinical/supervision, service course, elective, instructional television, and/or team taught)
- Semester and year taught
- Number of students enrolled
- All original student rating sheets and summary forms for your courses. Under Regent's and University policy, faculty members may choose to include student comments in dossiers, but they are not required to do so.

In the following table, list all courses taught.

Course Number and Title	Course Code	Semester/Year	# Enrolled

Course codes:

R = required for major	Svy = survey course	E = elective	T = team taught
Ser = service course	C = clinical/supervision	ITV = instructional television	

UNIVERSITY REVIEWS

ACTIVITIES THAT MAY BE CONSIDERED IN THE EVALUATION OF TEACHING AT KU

INTRODUCTION

High-quality teaching and scholarship have long been recognized as the two hallmarks of a productive faculty member. Teaching is serious intellectual work that is grounded in deep knowledge and understanding of a field, and it includes the ability to convey that understanding in clear and engaging ways. The conduct of courses is the central feature of our teaching responsibilities at KU, and it has priority among the many kinds of teaching activities that take place. Our identification of teaching should not be limited to formal class performance, however, and a broader menu of teaching activities provides additional ways to demonstrate quality in teaching.

There is more to high-quality instruction than making one's knowledge and understanding accessible to students; effective education successfully generates understanding, knowledge, and skills among students. People acquire more skill in teaching over time, and as in research, that success comes from thinking about the results of prior efforts and identifying ways to improve future results. High-quality in teaching will include a self-evaluation of how well students are learning and inquiry into how to improve learning in each class.

The measurement of any human activity is never perfect, whether it is teaching or research. The proposed guidelines offer a framework from which faculty can choose elements that may improve the measurement of teaching beyond current practices. It is intended to increase flexibility by offering many different ways that teachers can show their work and demonstrate what they are learning from its results.

It is not expected that any single faculty member will engage in all or even most of the activities listed below, but they should be recognized as part of teaching when they occur across the full duration of a teaching career.

ACTIVITIES

How does this teacher conduct courses?

Evaluation in this area should focus on some or all of the following factors:
- Clarity of course goals
- Relevance and appropriateness of course content
- Effectiveness of instruction in lecture, labs, discussion, studios, and other activities
- Appropriate relationship with students in which the instructor is available, challenges students, and supports their learning
- Measures of student learning
- Presentation of courses serving the mission of the unit or University

A faculty member could provide various forms of evidence to indicate success in achieving these aims, such as:
- Annotated syllabus
- Selection of course materials (readings, resources, demonstrations, grading standards, etc.)
- Ratings and/or written comments from students

- Peer evaluation of classroom performance, interaction with students, and/or course materials
- Samples of student work demonstrating student learning
- Trend data showing the impact of the teacher on measures of learning
- List of courses taught and explanation of their importance
- Explanation of special service in particular courses, such as large lecture courses
- Teaching awards or nominations for teaching awards
- Other materials that the faculty member believes indicate excellence in teaching

Faculty colleagues and or the department chair would evaluate the evidence provided by the faculty member to judge the degree to which he/she was attaining the aims cited above. Student perspectives of those properties of teaching they are in a good position to evaluate are reflected in "Ratings and/or written comments from students" shown above.

How does this teacher prepare for courses?

Evaluation in this area should focus on the following factors:
- Appropriate preparation of new courses or efforts to improve instruction
- Continuing efforts to improve teaching

A faculty member could provide various forms of evidence to indicate success in achieving these aims, such as:
- Sample of course materials: learning activities, assignments, etc. for new or existing courses
- Plans for future course development; may include a journal or other reflections on teaching
- Examples of innovation in teaching including teaching practices, technology, etc.
- Seminars attended or conducted on teaching; include description of new approaches learned from workshops or description of how ideas have been incorporated into teaching (annotated syllabus or other notes)
- Student comments indicating changes in teaching, faculty observation supporting innovation based on workshops
- Examples of collaboration with faculty at KU or elsewhere to support teaching
- Examples of work with KU offices (KU Libraries, Writing Center, Learning Communities, etc.) to support teaching
- Publication(s) or other research on teaching
- Awards or nominations for research, teaching, or service related to improving teaching
- Other materials that the faculty member believes indicate excellence in teaching

Faculty colleagues and or the department chair would evaluate the evidence provided by the faculty member to judge the degree to which he/she was attaining the aims cited above.

What teaching work has the faculty member done in addition to teaching courses?

Evaluation in this area should focus on some or all of the following factors:
- Coordinating courses within a program, or developing a new course
- Supporting teaching at the unit level by developing new materials for general use; creating infrastructure for labs, studios, or field work; seeking grant support for teaching; recruiting students
- Mentoring and supervising GTAs/GRAs
- Mentoring and supervising students in clinical settings or internships
- Working with student groups

- Mentoring new faculty members in their role as teachers
- Mentoring students or directing research projects

A faculty member could provide various forms of evidence to indicate success in achieving these aims, such as:
- List of administrative or coordination activities, along with new materials developed and commentary from colleagues and students involved
- Observations and comments on unit level contributions by students, colleagues, chair, dean
- External funding of proposals/awards related to teaching, reviews of proposals
- Lists of those mentored and supervised in various roles (undergraduate, graduate, post-docs; research, teaching, clinical work)
- Unit records of GTAs/GRAs' performance, comments from other students learning from graduate students, comments from community partners or clients
- Examples of student work completed under teacher's supervision, along with descriptions of venues for presentation and any recognition
- Letters from students reflecting on mentoring activities and effectiveness and indicating how the mentoring has influenced student work and success
- Faculty colleagues' comments on mentoring activities, e.g., service on MA or MS/PhD committees
- Examples of any regional or national critical review or recognition of student work
- Time to degree, success in obtaining employment or other placement
- Lists of student groups supported, identifying unit or university level, along with student comments, awards or achievement by the group
- Lists of faculty colleagues mentored on teaching, with examples of feedback given or comments from colleagues about the impact of the shared work

Faculty colleagues and/or the department chair would evaluate the evidence provided by the faculty member to judge the degree to which he/she was attaining the aims cited above.

Has this faculty member made contributions related to scholarship of teaching?

Evaluation in this area should focus on some or all of the following factors:
- Teaching related presentations at KU or elsewhere
- Attending or organizing teaching institutes
- Serving as a guest teacher at other institutions, for outside associations, or in the community
- Developing course materials, such as textbooks or websites
- Applying for and receiving grants in support of teaching or publishing articles related to teaching
- Participating in outreach to local schools (K-12) or other forums

A faculty member could provide various forms of evidence to indicate success in achieving these aims, such as:
- Conference programs from presentations, letters, or other evaluations of quality of presentations; samples of presentation notes or published proceedings; programs from institutes or letters evaluating participation or impact
- List of service on department or University teaching committees or presentations at KU Summit or the Center for Teaching Excellence
- Letters attesting to impact of guest presentations in classes; formal evaluations if available
- Books, web addresses, or other materials generated, along with any letters attesting to the impact or quality of the materials

- Products developed for schools, feedback from organizers of presentations, statements from professional society or honors or awards for contributions
- Grant proposals, reviewer feedback on proposals, copies of articles submitted and published

Faculty colleagues and/or the department chair would evaluate the evidence provided by the faculty member to judge the degree to which he/she was attaining the aims cited above.

UNIVERSITY REVIEWS

GUIDELINES FOR DEPARTMENT IMPLEMENTATION

High-quality teaching and scholarship have long been recognized as the hallmarks of a productive faculty member. Teaching is complex intellectual work that is grounded in deep knowledge and understanding of a field, and it includes the ability to convey that understanding in clear and engaging ways. The conduct of courses is the central feature of our teaching responsibilities at KU. Our identification of teaching should not be limited to formal class performance, however, and a broader menu of teaching activities provides additional ways to demonstrate effective teaching.

These proposed guidelines offer a framework from which faculty members can choose elements appropriate for their department, their discipline, the stage of their career, and the type of review. It is intended to increase flexibility by offering many different ways that teachers can show their work and demonstrate what they are learning from its results.

It is not expected that any individual faculty member will engage in all or even most of the activities outlined below, but they should be recognized as part of teaching when they occur across the full duration of a teaching career.

How should departments evaluate teaching?
The record of teaching should begin with a collection of materials provided by the faculty member, addressing these questions:
-   How does this teacher conduct courses?
-   How does this teacher prepare for courses?
-   What teaching work has the faculty member done in addition to teaching courses?
-   Has the faculty member made progress over time in development of teaching and/or shared teaching work with colleagues?

The previous document, Activities That May Be Considered in the Evaluation of Teaching at KU, includes factors for evaluating each question and examples of various forms of evidence for answering each question.

It would be helpful for members of an individual unit to discuss which of these areas would be most important for that unit's mission, so that faculty members would know the kinds of contributions that are most valued by their department colleagues.

In addition to collecting materials, the faculty member should assess her/his progress in generating effective instruction. The faculty member may highlight specific goals in teaching and comment on how the materials collected demonstrate the degree to which they have been achieved.

What about student ratings?
Students' perceptions of teaching can identify key features of the conduct of courses, and the items used should focus on characteristics of teaching that students clearly can recognize. Students can tell accurately whether faculty members are accessible, respectful, available, clear, and timely.

Whether the unit uses the new student evaluation of teaching form or its own, it is important to recognize that no single number from students is an adequate substitute for professional judgment. Students provide a valuable perspective that can be used to inform or confirm or possibly challenge the perspective of the faculty member or peers. Ratings should be taken seriously as complemen-

tary indicators of key components in the conduct of classes, but they should not be a substitute for direct peer evaluation of the quality or success of instruction.

Open-ended student comments are most valuable as guides to instructors for their own improvement. It is University policy, however, that the use of these comments in evaluation is optional. Accordingly, they should be collected on separate pieces of paper (or online) so they can be treated independently of the required numerical ratings. When open-ended comments are used in a personnel file, they should be treated in a professional way, as described by the Task Force.

How can departments sustain the process?
A department plan should include decisions about how often each part of the process would be used. Student feedback and faculty-generated updates on innovations, development, or public presentation of teaching could easily be part of annual review, but more labor intensive processes could be intermittent at different stages of a career. For example, it is reasonable for pre-tenure faculty members to reflect annually on how effective their teaching is and on how and why their teaching practices are evolving. Between promotion to associate and promotion to full professor, that might be useful every two or three years; for full professors or other very experienced teachers, reflection would be most useful every three to five years. Similarly, there is real benefit to having peers look closely at course materials and student learning of pre-tenure faculty members, but a more intermittent schedule of deep review would be implemented after tenure. To sustain a rich peer review of teaching, each unit will need to think through how it can allocate faculty resources wisely.

SUPPORTING DOCUMENTATION—MULTIPLE SOURCES

To document your teaching, you'll need to use multiple sources of information and blend them into a teaching portfolio. In addition to student evaluations and comments, documentation may include any of the following:
- Course syllabi
- Sample assignments that demonstrate innovations
- Student work on assignments, exams or projects
- Peer evaluations
- Description of how you've improved your teaching through reflective journals or course design changes that enhanced student learning
- Descriptions of how your publications or research activities relate to teaching
- List of grants related to personnel preparation

SUMMARY OF RESOURCES RELATED TO THE EVALUATION OF TEACHING

The following links to the Center for Teaching Excellence web site will provide additional information regarding the evaluation of teaching. They are found in the "Documenting Teaching" section of the site:
- Teaching statements: cte.ku.edu/teaching-statements
- Developing peer observations: cte.ku.edu/developing-peer-observations
- Creating teaching portfolios: cte.ku.edu/creating-teaching-portfolios
- Student survey of teaching: cte.ku.edu/student-survey-teaching

RUBRIC FOR DEPARTMENT REVIEW OF FACULTY TEACHING

Draft May 2017

This rubric specifies seven dimensions of teaching practice to generate a comprehensive view of an instructor's teaching contributions, drawing on two decades of scholarship on peer review and evaluation of teaching. It can facilitate department committees' evaluation of faculty teaching, or guide a peer review or mentoring process that prompts reflection and iterative improvement. The category labels are designed to align with categories used in KU's P&T and merit systems. The framework guiding this rubric suggests these essential components to teaching evaluation:

1. Multiple dimensions of teaching: The seven rubric dimensions are designed to capture the teaching endeavor in its totality, including activities outside of the classroom (e.g., identification of learning goals, assignment design, reviewing student work), and contributions to individual courses and the curriculum.

2. Multiple sources of information to speak to teaching effectiveness, including:
   - The faculty member—Including course materials, evidence of student learning and reflections on it (often described in a narrative or portfolio)
   - Peers—Including class visits, observations from team teaching, review and evaluations of course materials, and discussions with the instructor
   - Students—Student course evaluations, additional feedback or student responses gathered by the instructor

3. Adaptability: The rubric can be adapted by departments to fit particular disciplinary expectations and to weight areas in ways most meaningful to the discipline. When completing the rubric, evaluators should consider the types of courses taught (required or elective, major or non-major, lecture or discussion, team taught or individual, size and level of class) and the stage of the faculty member's career (tenure track, tenured, instructor, adjunct). Departments may focus on various facets of the rubric at various stages in a faculty member's career, but at all times, evidence of student learning should be paramount.

How to use this rubric:
- Review and Adapt Language—Department members review the form and suggest modifications to make it appropriate for their discipline and department. This includes coming to a consensus about the questions and criteria in each category,
- Assign Weights—Identify the weights to be assigned to each category.
- Identify Sources—For each category identify appropriate sources of evidence. This should include a framework for how to read student evaluations of teaching and where they will be used as evidence within the rubric.
- Use to structure peer review or to integrate information from multiple sources.

RUBRIC FOR DEPARTMENT EVALUATION OF FACULTY TEACHING (DEPARTMENT SHOULD MODIFY AS NEEDED)

* Aligned with KU Progress-toward-Tenure and Promotion & Tenure rating scales.	*Below Expectations: 1 - 2 *Poor (1): Consistently at this level* *Marginal (2): Some teaching at this level*	Meets Expectations: 3 *Competent*	Exceeds Expectations: 4 - 5 *Professional (4): Some teaching at this level* *Advanced (5): Consistently at this level*
Goals, content, and alignment *What are students expected to learn from the courses taught? Are course goals appropriately challenging? Is content aligned with the curriculum?*	• Course goals are unclear, inappropriate, or marginally related to curriculum • Content and materials are outdated or unsuitable for students in the courses • Range of topics is too narrow or too broad • Content is not clearly aligned with curriculum or institutional expectations	• Course goals are articulated and appropriate for curriculum • Content is current and appropriate for topic, students, and curriculum • Course topics include an appropriate range • Standard, intellectually sound materials	• Course goals are well-articulated, high quality, and clearly connected to program or curricular goals • Content is challenging and innovative or related to current issues and developments in field • Topics are of appropriate range and depth, with integration across topics • High quality materials, well-aligned with course goals
Teaching practices *How is in-class and out-of-class time used? What assignments, assessments, and learning activities are implemented to help students learn?*	• Teaching practices are not sufficiently planned or organized, or are poorly implemented • Practices are not well executed; little development in methods despite evidence of need • Students lack opportunities to practice the skills embedded in course goals • Student engagement is variable	• Teaching practices are well planned and organized • Standard course practices carried out; follows conventions within discipline and institution • Students have some opportunities to practice skills embedded in course goals • Students consistently engaged	• Activities are well planned, integrated, and reflect commitment to providing meaningful assignments and assessments • Uses effective, high-impact or innovative methods to improve understanding • In- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts • Students show high levels of engagement
Achievement of learning outcomes *What impact do these courses have on learners? What evidence shows the level of student understanding?*	• Insufficient attention to student learning – quality of student learning is not described or analyzed with clear standards • Evidence of poor student learning; low level of skill/understanding is required or achieved without clear attempts to improve	• Clear standards for evaluating the quality of student understanding • Typical student achievement for courses at these levels	• Standards for evaluating student understanding are connected to program or curriculum expectations, or use authentic assessments • Efforts to support learning in all students • Quality of learning supports success in other contexts (e.g., subsequent courses or non-classroom venues), or is increasing over successive offerings
Classroom climate and student perceptions *What are the students' views of their learning experience? How has student feedback informed the faculty member's teaching?*	• Classroom climate does not promote civility or discourages student motivation and engagement • Consistently negative student reports of teacher accessibility, interaction skills • Poor sense of learning among students • Little attempt to address concerns voiced by students	• Classroom climate promotes civility • No consistently negative student ratings of teacher accessibility, interaction skills • Most students indicate progress with their learning • Instructor articulates some lessons learned through student feedback	• Evidence that classroom climate is respectful, cooperative, and encourages motivation and engagement • Student feedback on teacher accessibility, interaction skills is generally positive • Students perceive that they are learning important skills or knowledge • Instructor is responsive to student feedback in short- and long-term
Reflection and iterative growth *How has the faculty member's teaching changed over time? How has this been informed by evidence of student learning?*	• No indication of having reflected upon or learned from prior teaching or feedback	• Continued competent teaching, possibly with minor reflection based on input from peers and/or students • Articulates some lessons learned from prior teaching and feedback	• Regularly makes adjustments to teaching based on reflections on student learning, within or across semesters • Examines student performance following adjustments • Reports improved student achievement of learning goals based on past course modifications
Mentoring & advising *How effectively has the faculty member worked individually with UG or graduate students?*	• No indication of effective mentoring or advising students (but expected in department)	• Some evidence of effective advising and mentoring *(define as appropriate for discipline)*	• Evidence of exceptional quality and time commitment to advising and mentoring *(define as appropriate for discipline)*
Involvement in teaching service, scholarship, or community *In what ways has the instructor contributed to the broader teaching community, both on and off campus?*	• No interaction with broader community about teaching, including involvement with teaching-related committees • No evidence of keeping up with reports on effective teaching • Practices and results of teaching are not shared with others • Actions have negative impact on teaching culture in department or institution	• Some involvement in teaching-related committees, or engagement with peers on teaching (e.g., teaching-related presentations or workshops) • Participates in department-level curriculum decisions	• Regular involvement in teaching-related committees, engagement with peers on teaching (e.g., teaching-related presentations or workshops) • Occasional (or more) local or external presentations or publications to share practices or results of teaching • Contributes to department or university curricular planning or assessment • Advanced—Scholarly publications or grant applications related to teaching

APPENDIX E

EXAMPLES OF RUBRICS

RUBRICS

SAMPLE WRITING ASSIGNMENT AND CORRESPONDING RUBRIC

PSYC 333: Child Psychology
Andrea Greenhoot

The ultimate goal of Assignment 2 is to evaluate the accuracy of information provided in a website about parenting issues using psychological research. You are to write a letter to a hypothetical friend who has been relying on the website for parenting advice, telling him or her whether or not to believe the information provided on the site. Justify your comments about the accuracy of the site by describing the research presented in your selected article. You should feel free to be creative in your approach to this assignment, but it is critical that you discuss the accuracy of some of the information provided on the site (you do not have to evaluate *every* piece of information on the site) and that you use the research presented in your article to explain your position. Specifically, your "letter" should:

- **Make the "problem" clear.** In other words, introduce the issue at hand (the issue for which the friend is seeking parenting advice) and the information provided on the website.
- **Describe the relevant research (your article).** Discuss whether you think the advice presented in the website should be followed, using the research presented in your article as support for your comments. Thus, your letter should include the kind of the information you were asked to provide about your article in assignment 2b. Be sure to mention reasons why this study is persuasive (e.g., it controlled for lots of possible confounds), or whether there are any important caveats (e.g., even though this study showed this… there are limitations to their method that we should keep in mind…).
- **Apply the research to the problem.** Discuss the implications of this research for the particular real-world parenting issue that is the focus of the website, and based on this research application offer some advice to your friend. Note that it is ok to conclude that experts disagree, or that more research needs to be done, if you have good reasons to make that argument and you make those reasons clear (e.g., if there are conflicting findings or if you have good reasons to question the conclusions of the study you reviewed).

Your letter should be approximately two pages typed and double-spaced. In addition, be sure to include:

- Your name, ID, and **color** group
- Your topic
- The reference for your article (this should indicate the authors' names, year of publication, name of article, name of journal, journal volume number and page numbers)

Grading Rubric

Overall Clarity and Organization	Description of Research	Application of Research	Writing Mechanics
2 points Focus of "Letter" is clear at outset; Message is communicated clearly; Well-organized and persuasive	**8 points** Accurate, clear, and appropriate level of detail	**8 points** Accurate and insightful application to material presented in website	**2 points** Well-written. Grammatical errors and errors in sentence structure (fragments, run-ons) are minimal
1 point Message is reasonably clear, but some difficulty following arguments	**6 points** Partly inaccurate, incomplete or unclear	**6 points** Some inaccuracy in application to site; or does not offer much insight	**1 point** A few grammatical errors or errors in sentence structure, or repetitious sentence structures
0 points Message is not communicated clearly	**4 points** Inaccurate, very limited or missing	**4 points** Substantial inaccuracy, very limited or missing	**0 points** Frequent grammatical or sentence structure errors

RUBRICS

SAMPLE WRITING ASSIGNMENT AND CORRESPONDING RUBRIC

PSYC 333: Child Psychology
Andrea Greenhoot

Read Chapter 2 on Prenatal Development. Write a 1-2 page response (typed and double-spaced) to the following vignette, applying the material on low birth weight and multiple risks. Turn in a hard copy of your response during class the day it is due (or in the event of last-minute printer or transportation failures, leave in Dr. Greenhoot's mailbox in 425 Fraser by 4 pm)—please do not email your paper to us.

> You return after class one day to find a message in your voice mail from your cousin's husband, who is obviously upset. He has called to tell you that your cousin Karen has just given birth more than two months early to a little boy who weighs slightly less than four pounds. Karen's pregnancy had been planned and completely normal and she had followed her doctor's advice to the letter, so this outcome comes as a complete shock. The baby has been moved to the neonatal intensive care unit. You're very close to Karen and know that she will want to see you as soon as possible. When you visit her in the hospital, Karen tells you that the baby is in stable condition but that she's deeply worried about what the future holds for him and for the family. She shares her fear that he will never have a normal life. From what you've learned in your child development class, what can you honestly tell Karen about her new son's chances for normal development? If she asks for your advice, what would you tell her?

The grading rubric for this assignment is as follows:

Assignment Dimension

Content and Application	Clarity and Organization	Writing Mechanics
15 points Response indicates comprehension of assignment and course material; Insightful application	**3 points** Message is communicated clearly; Well-organized and persuasive	**2 points** Well-written. Grammatical errors and errors in sentence structure (fragments, run-ons) are minimal
12 points Response indicates some inaccuracy in applying course material or does not offer much insight into major issues	**2 points** Message is reasonably clear, but some difficulty following arguments	**1 point** A few grammatical errors or errors in sentence structure, or repetitious sentence structures
10 points Response indicates substantial inaccuracy in applying course material or is incomplete	**1 point** Message is not communicated clearly	**0 points** Frequent grammatical or sentence structure errors

RUBRICS

RUBRIC FOR FILM PRESENTATION

Instructor circles the applicable portion of the description.

	Exemplary	Competent	Developing
Individual Presentation Skills 20%	The presenter spoke clearly and intelligibly, modulating voice tone and quality, maintaining eye contact, and using appropriate body language. The use of humor and competent handling of technology also contributed to the excellence of the presentation. The presenter used all the time available but did not go over the time limit.	The presenter was intelligible but mumbled or droned, spoke too fast or too slow, whispered or shouted, used inappropriate body language, or failed to maintain eye contact, inappropriate, excessive, or too little humor or technical problems detracted from the presentation. The presentation ran over or under the time limit but not dramatically.	The presenter mumbled or droned, spoke too fast or too slow, whispered or shouted, used inappropriate body language, or failed to maintain eye contact to the point where intelligibility was compromised. Too much or too little humor or technological problems seriously detracted from the presentation. The presentation ran seriously over or under the time limit.
Group Presentation Skills 20%	The presentations followed a logical progression and allowed each member an equal opportunity to shine. Group members treated each other with courtesy and respect and assisted each other as needed.	The presentations followed a logical progression but were unbalanced in the way time or content was assigned to members, or the division of labor was fair but impeded the logical progression of the argument. Group members were mostly respectful and helpful toward one another, but there were lapses.	The presentations followed no logical progression, seriously overlapped one another or allowed one or a few people to dominate. Group members showed little respect or courtesy toward one another and did not assist one another even when it was clear that a group member was in trouble.
Group Organization 20%	The group thesis, topics to be covered and the direction of the individual presentations were clearly stated at the beginning and carried through in the rest of the presentation.	The thesis, topics to be covered, and the direction of the individual presentations were clearly stated at the beginning but not carried through in the rest of the presentation, or the thesis, topics to be covered, and direction emerge in the presentation but were not clearly stated in the introduction.	The thesis, topics and direction were unclear, unstated or not evident in the body of the presentation. *(Cont. on next page)*

	Exemplary	Competent	Developing
Individual Organization 20%	The individual presentation was well organized in itself with an introduction, body and conclusion. That organization was emphasized and made clear to the audience through the use of appropriately captioned PowerPoints, overheads or handouts.	The individual presentation was mostly well organized but there were problems with the introduction, body or conclusion. The presenter used PowerPoints, or handouts, but these were too wordy or too vague to help the audience follow the organization.	The presentation rambled with little evidence or an introduction, body or conclusion. PowerPoints, overheads or handouts were either not used or did not assist the audience in following the organization in any significant way.
Individual Content 20%	Facts and examples were detailed, accurate, and appropriate. Theories referenced were accurately described and appropriately used. Analyses, discussions, and conclusions were explicitly linked to examples, facts, and theories.	Facts and examples were mostly detailed, accurate and appropriate, but there were lapses. Theories were referenced, but they were either not accurately described or not appropriately used. The connection between analyses, discussions and conclusions was evident or implied, but not explicitly linked to examples, facts and theories.	Facts and examples were seriously lacking in detail, inaccurate, or inappropriate. Theories referenced were inaccurately described and inappropriately used or not referenced or used at all. There was no clear connection between analyses, discussion, and examples, facts and theories.

From Stevens, D.D., and Levi, A. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning*. Sterling, Virginia: Stylus. 80-81.

RUBRICS

RUBRIC FOR CREATIVE RESPONSE PROJECT

Instructor checks each applicable box, makes comments and assigns points.

Dimension	Description	Comment	Points
Topic and Outline 3 pts.	o Paragraph description of project turned in on time. o Details of project, type of project o Link to class topic clear		
Content 8 pts.	o Clear focus of project—what lecture, reading, movie inspired the idea o Grabs attention right from the beginning o Identifies a significant cultural difference o Describes values of that difference to the culture o Describes how you viewed previous assumptions of the culture o Includes brief summary of the movie, book o Describes clear purpose behind this choice o Clear connection to adding/affirming diversity		
Organization 5 pts.	o Clear beginning, middle, end o Understandable to others, not confusing o Clear directions and wrap up o Easy to see connections to adding/affirming diversity o Clear link to class topics		
Creativity 11 pts.	o Puts together a presentation that is "out of your comfort zone" o Expresses emotional response o Open/honest o Attractive o Visually pleasing o Creates at least half of the images o Obvious extra effort (not copied pages) o Authenticity and uniqueness of effort o Though provoking o Original o Strong expressions of "otherness"		

(Cont. on next page)

Dimension	Description	Comment	Points
Reflection 2 pts.	o Indicates how your perceptions and assumptions have changed o Indicates how this might affect your future teaching and adding/affirming diversity in your life		
Conventions 3 pts.	o All grammar, spelling, punctuation correct o Neatly presented o If typed, double-spaced and pages numbered		

From *Introduction to Rubrics*, 86-7.